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psychology of drills and reviews, etc. Let the introduction to psychology be practical from the outset by relating it to situations exactly as they occur.

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Methods of teaching.—From time to time attention is directed to the fact that a large proportion of those engaged in the process of teaching in American public schools have had no professional training and but little training of any description. It is this situation apparently that has called forth a recent volume¹ on the technique of teaching. In the Preface the author says that he has had in mind that “large group of teachers who are compelled to attack the teaching problems of the grammar grades and high school with very little training to help them.”

Obviously, this is a piece of work that must be attempted from time to time as long as the untrained teacher is admitted to our schools. But in setting himself this task Mr. Holley has undertaken to do a very difficult thing. He has had to avoid the Scylla of writing in a needlessly technical manner to meet the demands of a certain type of critic not in sympathy with his fundamental purpose and at the same time steer clear of the Charybdis of doing a superficial job in the name of simplicity. That he has been able to follow this exacting course in every instance is doubtful. His very brief and perfunctory discussion of mental discipline, for example, certainly does not do the subject justice even in such an elementary text. Other illustrations of a similar type might be given.

It is clear, however, that the author recognizes the nature and difficulties of his task. The book is written in a simple and untechnical manner throughout. The general organization of materials is clear. The questions at the close of each chapter give evidence of careful selection, are of a distinctly practical nature on the whole, and should stimulate discussion and thought among beginning teachers. The positions taken on controversial questions are perhaps necessarily dogmatic at times, but in the main not extreme. The author has naturally been influenced much by such writers as Bagley, Charters, Earhart, Parker, and Strayer. The book should prove useful to those for whom it was intended.

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Elementary-school principals' yearbook.—The vigor of the newly organized Department of Elementary School Principals is attested by the appearance of

¹ CHARLES ELMER HOLLEY, *The Teacher's Technique*. New York: Century Co., 1922. Pp. x+378.

its first yearbook.¹ Although the Department's action in authorizing the publication of such a volume was taken in July, 1921, the committee in charge of the work undertook the task with such energy that the material was gathered and the book published in time for discussion at the Boston meeting in July, 1922.

The book contains eight chapters which can be grouped around five major topics. The first chapter includes three papers dealing with various phases of the visitation of the principal and the subsequent rating of teachers. The second and third chapters discuss the use of intelligence tests for measuring ability and for classifying pupils. Chapters iv and v discuss the problem of individual cases and their treatment. The Sutherland method of individual instruction is described in some detail, as well as the Berkeley and Denver plans of dealing with gifted children. In chapter vi a number of informal or unstandardized tests are described, samples being reproduced in many instances. Chapter vii gives some supervisory devices for improving school work which have been gathered from a number of sources. A final chapter reproduces the membership list of the Department.

As a whole, the yearbook is a collection of very stimulating articles. The tendency to publish concrete, objective material is to be commended. If future issues continue the policy of presenting scientific contributions on the problems of elementary-school supervision, their influence upon school practice will doubtless be very large. The yearbook should be in the hands of every elementary-school principal.

Transfer of training, plus.—The transfer-of-training controversy, which has undoubtedly resulted in a better understanding of the problem by the specialists in educational psychology, has quite generally been a source of confusion to the teaching profession, which, busied with its regular teaching load, has been in no position to follow the fine points of the discussion. Few of the principals in the controversy really hold the views ascribed to them by their opponents. Teachers who read articles on this subject have sometimes been led to accept as having the seal of scientific approval views never held in their totality by any man of standing in the profession. Teachers need a clear, general view of mental life which includes factors not essential to the controversy but useful in practice. The book by Professor Stratton² should help to clear up some of these difficulties.

In the first two chapters the author gives in very simple form the extreme views of both sides of the issue and shows how impossible are many of the

¹ *The Technique of Supervision by the Elementary School Principal*. First Yearbook of the Department of Elementary School Principals. Washington: National Education Association, 1922. Pp. 143. \$1.25.

² GEORGE MALCOLM STRATTON, *Developing Mental Power*. Boston: Houghton Mifflin Co., 1922. Pp. x+77.